

Wisconsin Child Care Information Center Newsletter

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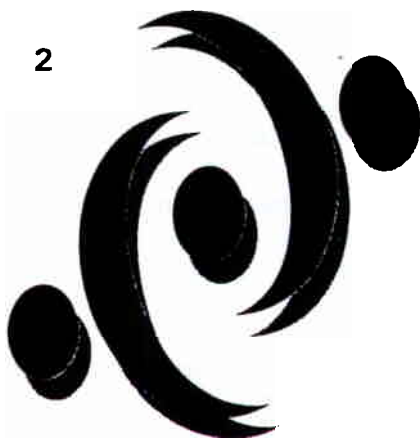


PROFESSIONAL DEVELOPMENT INITIATIVE

FOR WISCONSIN



*The Wisconsin Child Care Information Center
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Office of Child Care
Division of Economic Support
Wisconsin Department of Workforce Development*



Professional Development in Wisconsin

On the Crest of the Wave ~ ~ ~

Why professional development? First of all what is it? To "develop" means to grow and change; to improve gradually; to mature and process new experiences so that future behavior reflects this accumulation of knowledge. "Profession" is basically anything we do for a living. Professional development means documenting experiences selected for balanced improvement of our daily work. We could say its choosing to experience life that helps us grow positively, to develop a growing edge... a surface that is meant to change.

Virtually daily, we read of yet another expensive research project reporting the importance of the first years of life, the significance of first bonding relationships, and childhood's lifelong impact. Wouldn't it be wonderful if the money then went to the people doing that all important bonding and building during those years?

Other research results usually herald a sizeable cashflow shift toward the field of study in focus, a rush of newly schooled experts into the field, and a flooded market of commodities. But child care and early education has a consumer population that can not demonstrate a quick outcome analysis; childhood is slow cookin' versus the fast food of other commercial or academic fields. We must do our own call for quality and encourage our peers to "grow".

Working with children, we know there is no one right way of raising children successfully, but there are some basic ingredients to "quality" child care. The number one factor identified in programs that have produced happy, well-adjusted children has been the amount of education the caregiver/teachers have had. Why professional development? That's why.

Developing a growing edge is not always easy. Classes and studying require a lot of time and attention away from children, and the paperwork involved in licensing, accreditation or credentialing can appear daunting. At the end of the process, however, you have made a multitude of contacts with

other providers, teachers, agencies and resources that will continue to make your job not only easier but inspiring and meaningful. The understandings that have risen to the surface of your consciousness during training and studying become second nature and you feel successful and competent. The daily surprises involved with working with children are no longer trials but "aha" experiences that verify the knowledge you have acquired and reassure you that nature is indeed on its proper course in your center.

As you take "care"...you take charge. That is, there is a ripple effect to building your base of knowledge. In knowing what to expect, you can feel secure about what you are doing. You start dealing with other aspects of your life with confidence and decisiveness. Organizing your time to read and attend classes requires organizing the rest of your day and your life. Eating and exercising, budgeting and recordkeeping, personal hygiene, grooming, and housekeeping are suddenly targets for change and renewed effort.

The positive attitude you project in your business reflects itself in the pride you take in "your children" and "your parents". They in turn will take pride in you as the most important person not in their family. To prove to you that you are indeed just that, we offer in this newsletter many research findings telling you why you are important and some ideas Wisconsin and other states have shared on how to help you become wiser and receive recognition for it.

Whether you are in the child care and early childhood education profession for the long- or short-run, quality is vital. The good news is that Wisconsin already ranks high in the nation in providing quality child care. There have been a number of efforts in existence in Wisconsin for years, working toward creating a plan for professional development in the child care and early childhood educational field. Read on to learn about what the goals for this initiative are. The momentum is building nationwide, but Wisconsin is truly on the crest of the wave.

-Lita Kate Haddal, editor

Mission of The Wisconsin Professional Development Initiative

◀ To achieve a coordinated early childhood professional development system.

Guiding Principles

- ◀ The care and education of young children are inseparable.
- ◀ High quality child care is necessary to humanity's social and economic survival and well-being.
- ◀ High quality child care relies on a stable workforce of well-qualified early childhood professionals.
- ◀ Professionals must be rewarded with increased compensation as their education, experience, and demonstrated competence increase, working in the same or changing roles.
- ◀ There are a variety of early childhood professional roles that require different types and levels of knowledge and skills, but share a common core centered in early childhood education.
- ◀ Professionals in the same roles, with similar education, experience and competence should receive equitable compensation, regardless of the system or setting in which they work.
- ◀ Professional development opportunities should be available, accessible, affordable, and provided by competent, well-qualified adult educators.
- ◀ Professional development opportunities should articulate from one training/education setting or institution to another.
- ◀ Professional development opportunities should be systematic and adhere to principles of adult education; in particular, they must allow for interaction between teacher and learners.
- ◀ Public commitment is necessary to adequately finance an early childhood professional development system.
- ◀ Adult learners must be actively involved in the design of their professional development experiences.
- ◀ Professional development is a lifelong endeavor.

Goals

1. To cultivate an empowered early childhood workforce who identify themselves as members of a profession and are committed to professional development.
2. To achieve professional compensation and reduce the high turnover in the field.
3. To develop a uniform, statewide recognition system which documents levels of education and experience and is used by all professionals.
4. To offer training and development of opportunities which are both accessible and affordable for entry-level through experienced early childhood and school-age personnel.
5. To create a continuum of training and education with full articulation which recognizes a core knowledge base.
6. To improve the quality of training and education, and to insure that it follows the principles of effective adult education and is culturally sensitive.
7. To inform parents and the public about the level of education and compensation child care professionals need in order to provide high quality care.
8. To inform prospective and practicing professionals about training resources and opportunities.

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Partners in Change

Wheelock College in Boston, MA, has a project called *The Center for Career Development*. As part of the project, a small number of states have been funded in their efforts to organize a system of training and education of the child care and early education workforce in their states. This funding source has been dubbed the PIC grant (Partners in Change). Wisconsin was one of the states selected and our PIC project became the Wisconsin Professional Development Initiative. The PIC states chosen meet for a day prior to the Annual National Institute for Professional Development held by NAEYC (National Association for the Education of Young Children). Some of the ways the money has been spent are for funding meetings and hiring substitutes to assure attendance by stakeholder representatives; paying staff for clerical work; consultation time with leader/mentors at Wheelock; funding a conference day for gathering collaborating partners throughout the state to brainstorm the goals of the Professional Development Initiative; and sending several grantees of Leadership Awards to Wheelock College to attend a session of the Advanced Seminars offered each summer at the Institute.

Several other projects are taking place simultaneously and through other funding. To mention a few: LEAP (Leadership Empowerment Action Project, a project of the National Worthy Wage Campaign), WISACA (the Wisconsin School Age Child Care Alliance, a new organization and new statewide conference), WI Administrators Credential (a new program offered by UW-Madison/Milwaukee in cooperation with Wheelock College), Milwaukee Early Childhood Mentor Teacher Program, WI Mentor Network (a new statewide network, the result of an expanded effort to meet the increased need for mentoring), and the National Early Childhood Public Engagement Campaign (an information campaign to inform the public of the importance of the first three years of life).



Spirit Builders

Jim Utech designed the logo that complements the Wisconsin Professional Development Initiative. Senior art director at Blue Horse Advertising and Public Relations, Jim is the husband of Laura Utech, teacher at Marquette Medical System's Child Care Center of Milwaukee. Laura explains the meaning behind the design, "He started with the PDI, in Professional Development Initiative. Then he focused on initiative, with an eye to portraying movement." The WI Professional Development Initiative hopes for movement and momentum in achieving its goals, so the logo is indeed appropriate.

Lake Superior beach glass is the Wisconsin symbol for professional development. Lake Superior has been the depository for much broken glass that gets tumbled repeatedly against the rocky lake shore until the glass becomes smooth-edged. Although the pieces do not fit tightly together, they can be held easily in a closed fist. Likewise, the many pieces and parts to professional development in the child care and early education field can remain colorful in their own right while fitting together in a solid partnership.

As a part of the Partners in Change program, the participating states also shared mottoes and songs to focus their message and build spirit. "On the Crest of the Wave" is our motto and the "Lullaby of Professional Development" is one musical contribution.

On the Crest of the Wave ~

- ~ Awash with enthusiasm.*
- ~ Smoothing the rough edges by tumbling ideas against hard facts, immersing and resurfacing the issues at all levels.*
- ~ Reshaping the outcome.*
- ~ Land, lake...and light.*

Meshing Learning Systems: Articulation

"Hello, tante Lita! Tante Lita, did you know I had a birthday?"
 "Yes, I know, Sweetheart! You're six years old!"
 "I'm six years old, tante Lita! Tante Lita, I'm a big boy now!"
 "You sure are! A lot bigger than when I saw you last, honey."
 "Tante Lita, do you remember me?"
 "Of course I do, Sweetheart!"
 "Don't you know who I am? I'm Nicolai!"
 "I know. And you're six years old now!"

It took Nicolai's tante Lita two days to understand the conversation she had had with him. A tri-lingual child, he is taking awhile to get all his languages sorted out but there is nothing slow about his thought process. Conversations sometimes take some sorting out because the subject changes quickly and a six-year-old doesn't have a lot of time to share. What finally dawned on me was that he really thought I was confused about who he was, my godchild. I realized at last that his Polish mother and Norwegian father had never used the terms of endearment that I had in our Wisconsin-to-California conversation. He thought I thought I was talking to someone else! Someone named "Sweetheart"!

This illustrates one of the problems of professional development called articulation; understanding each other's terms and competencies when at differing vantage points with a different collection of knowledge. There are a variety of ways to build a career in child care and early childhood education. Like exchanging currency between countries, the different training systems need to use legal tender when dealing with each other. But first the values need to be established and the channels of understanding and cooperation opened. When those have been established between systems, they are called articulation agreements. There are already articulation agreements between several technical colleges and universities for people who have found they wish to pursue more training towards a higher degree. But there are other levels of training still to be articulated, i.e., going from certified child care status to licensed.

The Wisconsin Professional Development Initiative Plan Committee began the five-year plan for developing a coordinated system of early childhood professional development by reporting on what the situation in Wisconsin was right then. It could have been called "Who's on First?", as in "Who's on First?, What's on Second and I-Don't-Know's on Third", the classic Abbott and Costello comedy act of misunderstood terminology. Finding out about the who, what, where, when, how and why of child care is not as easy as other professional fields. So much happens close to home; so many different efforts for children take place in a variety of ways and with varying thoroughness; many operations are duplicate uses of energy and finances. Collecting the parties involved in planning and preparing environments for children could be cumbersome and time-consuming, but Wisconsin is ready and willing for partnerships to happen.

This fall there is again a seminar/ workshop day planned for gathering the partners from various Wisconsin training and professional development programs, teacher educators from University and Technical Colleges as well as agencies, associations, administrators and program directors, consultants and advocates, and teachers/providers in an effort to bring about coherence to the process of educating and creating quality child care professionals. The 2nd Early Childhood Professional Development Seminar is meeting September 26, 1997. New faces and leaders appear with every new thrust of this collaborative effort. This year The Professional Development Initiative, SCRIPT (Systems Change and Reform in Interprofessional Preservice Training), The Early Childhood Collaborating Partners, DPI, and Department of Health and Family Services are key players in planning this meeting to bring together people from child care and education, including those providing intervention services who are also working on professional development, and discuss key issues in financing, articulation, delivery systems for training, mutual goals and possible cooperative efforts. Through articulation, this diverse group can make the message of quality child care understood by all.

Leadership Awards From 1995 - Where Are They Now?

*By Deb Schwid
Instructor, Milwaukee Area Technical College,
Milwaukee Teacher Mentor Program,
Partners in Change Steering Committee Member*

The first Wisconsin Early Childhood Professional Development Initiative leadership award recipients were announced in 1995. The Center for Career Development and an anonymous funder made it possible for Rose Dobkowski, Vicki Herman and Kari Wind-Stroede to each attend a one-week seminar at Wheelock College in Boston. We thought you would be interested in how they utilized this experience to further their commitment to their profession and help them in their daily activities.

Rose Dobkowski, Director of Encompass Child Care, Green Bay, attended Financial and Legal Issues in Child Care. This was a wonderful experience for Rose. The first point she stresses is that this unforgettable opportunity was only possible because of the leadership awards grant.

Because Encompass has eight different licensed locations in northwest Wisconsin, Rose began the seminar with a slightly different perspective from many other participants who were owner/operators of their individual child care centers and handled the necessary financial reports and money matters connected with running a child care center themselves. Rose does not have that responsibility in her job description. However, the seminar on financial and legal issues gave her a solid understanding of all that goes into developing and maintaining a viable business and child care service that is so necessary to her community.

Networking with participants from throughout the U.S. who had both similar and different challenges created opportunities for inspiration. Rose still thinks of the people she spent this valuable time with. Gwen Morgan and her husband, instructors of the course, made her feel comfortable and remain supportive. Rose now calls Wheelock College to get information or support she may need; before, she would not have thought to utilize this valuable resource available to all child care professionals.

To this day, Rose is drawing from her experience in the Advanced Seminar at Wheelock College. She vividly remembers the intensity of her week there. Rose would like you to know, "The value of what I learned increases with time. I got more out of the experience than I could have ever expected."

Vicki Herman, Director of School-Age Division of Milestones Programs for Children, Milwaukee, attended the School-Age Advanced Leadership Institute. Vicki, like Rose, found it beneficial to network with professionals from around the U.S. In addition, having the opportunity to really get to know leaders in the School-Age Child Care Movement was inspiring! As it turned out, Tracy Ballas, past president of the National School Age Child Care Alliance, and Ellen Gannett were not only the instructors of this seminar, but also became mentors to Vicki. They made themselves available to the seminar participants by staying in the dorms at Wheelock College. Vicki remembers not getting much sleep from spending the evenings talking with Tracy, Ellen and other participants. She also said that the material provided by the institute was very valuable and she spent the nights staying up late gripped in reading!

The instructors asked each participant to bring a case study with them to the institute. The situations were explored and solutions generated within groups focusing on similar issues, thus providing opportunities for networking and exploring options though the group process.

Through this course, Vicki gained the skills to create a cohesive orientation process for her staff at Milestones. She feels that the strongest concept impressed upon the participants was how to be a "change agent"; through educating parents and staff in the importance of school age care, a sense of commitment and community is built in the program.

The seminar continues to be an invaluable resource for Vicki who refers to her material regularly. She would like to make sure that the people responsible for the leadership grants know how much she appreciates her opportunity to receive the Wheelock Training.



Kari Wind-Stroede, Director of Meeting House Nursery School, Madison, attended The Human Side of Child Care Administration. Kari not only learned new innovative methods for child care management but also gained valuable skills in her workshop and course facilitation practices. It is no surprise to discover her Wheelock instructors were Gwen Morgan and Margie Carter... strong role models!

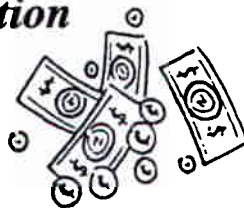
During the week at Wheelock College emphasis was placed on how to create policies to connect the staff, school philosophy and families to support each other. Kari's program now aims at being family friendly. This includes taking a look at the policies and everything they do at their school toward this goal. The topic of personality styles taught at Wheelock caught Kari's attention as she realized how this information can impact the job performance of the staff. She is now utilizing tools like the Meyers Briggs and the Keirsey Temperament Sorter to help her staff in areas of communication techniques and personal awareness. The training Kari received from Wheelock has created change in staff supervision by reviewing the variety of evaluation tools available to make the process meaningful and productive.

In collaboration with three other nursery schools in the Madison area, an inservice was conducted utilizing information Kari gained from her week-long experience.

Kari found the course both challenging and reaffirming. The discussions that occurred with directors from all over the United States helped her see that Madison is progressive in the scope of child care programs and services. The experience helped her to realize what strong resources we have here in Wisconsin!

\$'s for Education

*By Laura Saterfield
Grants Specialist
Office of Child Care*



One avenue to pursue in receiving compensation for professional development is to receive information and apply for Quality Improvement Grants. The State wants to encourage quality by paying for accreditation, more staff and provider training, and improved compensation.

The Wisconsin Department of Workforce Development [which is now the home of The Office of Child Care] awards Quality Improvement and Staff Retention Grants to licensed group day care centers and licensed family day care centers. The purpose of the grants is to help child care programs reach high quality standards. The grants are primarily to pay for programs to become accredited and to train child care staff. The grants pay for Lead Teachers to get a Child Development Associate Credential (CDA), a 1-, 2-, or 4-year degree in Early Childhood Education.

The maximum Quality Improvement grant awards for the first year are \$1,500 for a family day care home; \$5,000 for a center serving 60 or fewer children; \$10,000 for a center serving more than 60 children.

You should apply for these grants because quality grants can help you receive special recognition by becoming accredited. They can pay for substitutes, while you work on accreditation or attend classes. They can pay for the CDA, degrees in early childhood education, or on-site training and mentoring. As a family child care provider, wouldn't you love to complete an early childhood degree at your local technical college? As a center director, wouldn't you like to attract and keep great teachers with the promise of training opportunities or paid vacation time? As a teacher, wouldn't you like the costs of receiving a degree paid for at a local college? These are just a few reasons to use a Quality Grant to reach quality and professional development.

An individual teacher cannot apply on one's own behalf, but can encourage one's center to apply for the grant. Many of the training and classes can be paid for through the quality improvement grant. Quality child care is worth it. If you apply, you'll probably get one! Last time, all eligible applicants received a grant. There were grant funds left over.

Application forms for the next grant cycle will be available in January 1998. Grant funds will be available in June 1998. For more information on applying for the grant, write Laura Saterfield, Office of Child Care, P.O.Box 7935, Madison, WI 53707-7935.



Articles to Keep

1. **Continuing Education Calendar.** A frequently updated list of forthcoming training events occurring all over the state has been compiled in one calendar for your convenience. CCIC appreciates your calling with information on conferences, workshops, courses, and lectures pertaining to the field of child care and early education that can be added to the calendar. There are many events planned throughout the year to help all child care providers grow and develop. At conferences, you can attend mini-courses on a multitude of topics and meet other people in the field who can inspire or commiserate with you. It is an easy way to obtain continuing education credits. In every community, there are trainings or speakers presenting at local locations, such as your library, YMCA/YWCA, schools and churches or synagogues. To learn about when these are taking place, call us for a calendar and the phone number for your local Child Care Resource & Referral agency.
2. **Reaffirming a National Commitment to Children.** *Young Children*, 3/95. "The Children's Charter" was constructed under President Hoover in 1930. In November 1994, virtually every national child care organization endorsed the position paper, "Guiding Principles for a Child Care/Early Education System". Together these creeds make a powerful mission statement.
3. **Danger: Our National Policy of Child Carelessness.** Eileen Lindner. *Young Children*, 3/86. This article is adapted from the keynote speech given at NAEYC's 1985 Annual Conference by Rev. Lindner of the National Council of Churches. An inspirational plea for advocacy; a call for a united effort to give public policies concerning children the top priority they deserve.
4. **Mediocre Care: Double Jeopardy for Black Children.** Evelyn K. Moore. *Young Children*, 5/95. A commentary on "The Cost, Quality, and Child Outcomes in Child Care Centers Study" as it relates to the Black community. The report calls for staff education, high adult-to-child ratios, and high licensing standards to combat mediocrity of care and to ensure everyone access to high-quality child care. In order to accomplish this, "it is imperative that early childhood organizations collaborate to push for parenting education programs that help parents understand child development and recognize the elements of high-quality child care".
5. **The Professional Development Challenge: Supporting Young Children and Families.** B.T. Bowman. *Young Children*, 11/95. American families are in trouble; the field of early education and child care can help them by building community and improving teacher education.
6. **A Vision for Early Childhood Professional Development.** The National Institute for Early Childhood Professional Development. *Young Children*, 11/91. An explanation of the dream behind the beginning effort to organize the education of child care professionals and some of the problems that have been typical to the field.

A Call to Action...

*You are not here merely to make a living.
You are here in order to enable the world
to live more amply,
with greater vision,
with a finer spirit of hope and achievement.
You are here to enrich the world,
and you impoverish yourself
if you forget your errand.*

-Woodrow Wilson

7. **Starting Points: Executive Summary of the Report of the Carnegie Corporation of New York Task Force on Meeting the Needs of Young Children.** *Young Children*, 7/94. An alarming study reflecting a pattern of national child neglect that must be reversed. This summary issues a call to action to eleven specific sectors of society.
8. **Cost, Quality, and Child Outcomes in Child Care Centers: Key Findings and Recommendations.** Cost, Quality, and Outcomes Study Team. *Young Children*, 5/95. Celebrated study and recommendations for nationwide action steps: 1) inform the public of what good quality care is, 2) raise standards for care, 3) raise wages according to amount of training 4) help families pay for their child care.
9. **Child Care - You Bet! Quality...Doubtful to Below.** Dorothy Conniff. *The WiscKids Journal, Capitol Comments*, 5/6-97. A public policy analysis of children's issues in Wisconsin. Without substantially more public investment, child care for our children will continue to deteriorate; low-income parents can only afford the lowest quality, least stable care.
10. **Window On...Advocacy Update.** CCIC. Books, videos and articles to help you become an advocate for children, i.e., Child Advocacy Directory 1996, a list of national organizations (addresses, phone and fax numbers, contact persons) engaged in advocacy for children and children's concerns.
11. **Glossary of Child Care Terms.** To help clarify some terms and jargon that one encounters in child care and education, especially when discussing professional development, CCIC has compiled a list of terms with short definitions. To gain a more in-depth acquaintanceship with the terms/topics, call to request newsletters, brochures, articles, books and tapes-to-borrow. Consider using these listed terms as inservice topics.
12. **Collaboration in Early Care and Education: What Can and Should We Expect?** Kagan/Rivers. *Young Children*, 11/91. The process of collaboration, why it is so popular for problem-solving now, **examples** and suggestions for making it work.
13. **State and Community Planning for Early Childhood Systems.** Ellen Galinsky/ Laura Shubilla/ Barbara Willer/ Julie Levine/ Jerlean Daniel. *Young Children*, 1/94. Easy-to-understand explanation of eight components of the collaboration process; removing the sense of separateness and isolation by creating linkages between stakeholders is the first step.

What Other States Are Doing...

*We are all pilgrims on the same journey-
but some pilgrims have better maps.
-Nelson DeMille*

Preparing for Collaboration...

*They might not need me; but they might.
I'll let my head be just in sight;
A smile as small as mine might be
Precisely their necessity.*

-Emily Dickinson

14. **Improving Services for Young Children: The New York State Comprehensive Early Childhood Career Development Plan.** New York Career Development Initiative, 6/95.
15. **Connecticut Charts a Course: Planning Recommendations and Implementation Plan.** The Center for Career Development in Early Care and Education, 1993. Joan B. Costley.
16. **A New Beginning: A Blueprint For a Career Development and Training Plan for Maryland's Child Care Professionals.** Training Clearinghouse Advisory Committee.

17. **Future Pursuits: Building Early Care and Education Careers.** The Center for Career Development and Early Education at Wheelock College. Gwen Morgan/Sheri L. Azer/Joan B. Costley/Andrea Genser/Irene F. Goodman/Joan Lombardi/Bettina McGimsey. Highlights of MAKING A CAREER OF IT: The State of the States Report on Career Development in Early Care and Education, the first comprehensive national study of career development and training in the field of child care and education; information about qualification requirements, available training resources, higher education models and federal funding for all program types.
18. **Is Professional a Noun?** Gwen Morgan. The Center for Career Development in Early Care and Education, 9/95. Why do child care providers and early childhood educators want to become a more recognized workforce? A national look at the required qualifications for positions in early education and child care.
19. **Composing a Profession.** S. Bredekamp. *Young Children*, 1/92. Explains various routes to choosing child care and early education as a career and how the career lattice came about.
20. **Of Ladders and Lattices, Cores and Cones: Conceptualizing an Early Childhood Professional Development System.** S. Bredekamp/ B. Willer. *Young Children*, 3/92. Describes the different pictographs that are used to help visualize the accumulated training and knowledge base growth during the process of becoming a child care professional and early childhood educator.
21. **Making the Case for a Career Development System in the Current Policy Context.** Sheri L. Azer/Joan B. Costley/Kimberly Elliott/Louise Stoney. *Linking Up*, Fall 1996. A review of the progress that has been made in six years toward clearing career pathways for child care professionals; how the goals address current policy issues, i.e., how career development systems support the goal of welfare reform.

How To Plan...

*I could tell where the Lamplighter was
by the trail he left behind him.*

-Harry Lauder

The following are policy papers addressing key characteristics and steps to implementing a career development system, and reports or state planning documents dealing with professional development issues relevant to Wisconsin's effort to create quality, affordable, accessible training for child care professionals.

22. **Background Papers and Action Plan for Early Childhood Professional Development in Wisconsin.** Barbara Armstrong/ Jean Colvin/ Eleanor Dockery/ Peggy Haack/ Lita Haddal/ Kay Hendon/ Carol Mauer/ Jere Wallden. A status report was made for each goal in preparation for action steps decided on by the workgroups attending the 1996 Early Childhood Professional Development Seminar.
23. **Career Development Systems in Early Care and Education: A Planning Approach.** The Center for Career Development in Early Care and Education, 1991. Joan B. Costley.
24. **The Planning Process: Key Elements and Stages.** The Center for Career Development in Early Care and Education, 1993. Joan B. Costley.
25. **Planning for a Comprehensive Career Development System in Early Care and Education: Understanding the Process of Collaboration.** The Center for Career Development in Early Care and Education, 1993. Lovy/Costley/McGimsey.



Addressing the Challenges...

Die when I may, I want it said of me by those who knew me best, that I always plucked a thistle and planted a flower where I thought a flower would grow.

-Abraham Lincoln

26. **Making a Career in Early Care and Education.** Gwen Morgan. The Center for Career Development in Early Care and Education. A field guide for counselors who want to help students and newcomers map their future paths and prepare for career advancement in the complex early care and education field. It contains a comprehensive overview of roles in the early care and education field, a discussion of training requirements, information on places to look for jobs and how to seek out scholarship funds, and names and numbers of other useful resources.
27. **Do-It-Yourself Proposal: How To Ask a Sponsor to Send You to the Advanced Seminars in Child Care Administration at Wheelock College.** The Center for Career Development in Early Care and Education. Designed to guide practitioners through the process of creating a proposal to seek funds for training, the packet contains how-to instructions, several sample proposals, and a resource document about the importance of training.
28. **Wisconsin Child Development Investment Act.** Proposed by the Child Care Task Force, WI Women's Network. A portion of the proposal requests loan forgiveness for education costs for child care providers and requires that all public funds be given only to providers trained in child development and safety.
29. **Linking Education and Compensation: A Wholistic Model.** Susan Dana Russell. *Young Children*, 7/93. North Carolina's model for upgrading the level of education of the child care workforce while making education costs affordable, increasing wages and decreasing staff turnover.
30. **"But I'm Worth More Than That!": Addressing Employee Concerns About Compensation and Implementing a Comprehensive Compensation System.** Paula Jorde Bloom. *Young Children*, 3/93, 5/93. Two-part article describing the steps that administrators can take to establish a fair wage structure for their staff.
31. **Professionalizing the Field of Early Childhood Education: Pros and Cons.** Sue Bredekamp/Barbara Willer. *Young Children*, 3/93. There are some negative sides to raising the standards for child care workers that programs should be aware of and seek to avoid. Some of these "cons" remain dilemmas and need to be addressed by society as a whole, i.e., how to financially reward gained expertise without lessening the expert's contact with children.
32. **Parents Speak: Zero to Three's Findings from Research on Parents' Views of Early Childhood Development.** Matthew Melmed. *Young Children*, 7/97. Consolidated results of a study using parent focus groups and a national poll on what parents know and don't know about child development, when they learn it, where they go for support and information, and how receptive they are to that information. Shows the importance of caregivers sharing parenting information.
33. **Recognition for a Job Well Done: Increasing Respect for Teachers.** Susan Morris. *Child Care Information Exchange*, 10/89. Four directors share ways to let parents understand the high caliber of the teachers working with their children.
34. **Early Childhood Administrators: Are They Using Planned Communication to Reach Key Publics?** Nora Palmer Gould. *Young Children*, 11/91. Administrators must see themselves not only as educators of children, parent's and staff, but also as public relations specialists.



35. **What's Good for Child Care Teachers Is Good for Our Country's Children.** Marcy Whitebook. *Young Children*, 3/95. A child advocate comments on the "Cost, Quality, and Child Outcomes Study"; higher standards are in everybody's best interest, and access to extra financial resources beyond the parent's fees must be found. Caregivers subsidize the field by working for much less than workers in other female-dominated occupations, not to mention male-dominated occupations.
36. **\$'s for Your Child Care.** Division of Economic Support, DHFS, State of Wisconsin. Child care brochure for low-income parents. 1997.
37. **New Brain Development Research - A Wonderful Window of Opportunity to Build Public Support for Early Childhood Education!** Julie J. Newberger. *Young Children*, 5/97. A summary of some of the information on brain formation that has recently been shared in a national campaign. Conflicts exist between the findings and current educational practice that need to be addressed by child care and early education professionals as advocates. Practical strategies and recommendations for policymakers and caregivers.
38. **Leadership: Rethinking It - Making It Happen.** Sharon L. Kagan. *Young Children*, 7/94. What constitutes leadership and leadership training; five recommendations for working toward effective leadership.
39. **National Accreditation: Why Do Some Programs Stall in Self-Study?** Karen Tally. *Young Children*, 3/97. Lack of time and high staff/administrator turnover are the most common reasons for programs' failure to become accredited.
40. **Shared Decisionmaking: The Centerpiece of Participatory Management.** Paula Jorde Bloom. *Young Children*, 5/95. Leadership in staff depends on each one's level of interest and expertise. Pressure to participate should be avoided; however, with participation come "empowerment" and "ownership" of issues.
41. **The Use and Abuse of Power in Child Care Programming: Power Lines.** Paulin Davey Zeece. *Child Care Information Exchange*, 11/96. The pros and cons to using different types of power; when and when not to use them. Directors who use power wisely can move programs ahead.
42. **Documenting Teacher Talk: An Exercise in Modeling.** Margie Carter/Elizabeth Jones. *Child Care Information Exchange*, 9/95. Helping teachers talk appropriately with children and helping supervisors talk appropriately with teachers.

What is Quality?

*The way we see it, our role is
to provide important threads of thought,
Teachers maintain the looms,
and students do the weaving.
-Paragon Books Catalogue, Spring 1994*

43. **Early Childhood Programs: Multiple Perspectives on Quality.** Lilian G. Katz. *Childhood Education*, Winter 1992. Four perspectives from which to measure quality; top-down (adult view), bottom-up (child's view), outside-in (families' view), and inside (staff's view).
44. **Quality Details: A Close-Up Look at Child Care Program Strengths and Weaknesses.** Cryer/Phillipsen. *Young Children*, 7/97. This study of ca. 400 preschools, lists the ten best program points and the ten poorest in each program. Accredited programs scored highest.
45. **The Effects of Group Size, Ratios, and Staff Training on Child Care Quality.** *Young Children*, 1/93. Research report on how quality changes when fewer adults care for same-sized groups and what kind of interaction takes place between adults and children when adults have more knowledge of child development. The long-term effects of high-quality child care include greater success in school, academically and socially.

46. **The Relationship Between Staff Education and Training and Quality in Child Care Programs.** Sharon L. Kagan/ Michelle J. Neuman. *Child Care Information Exchange*, 1/96. Three national studies are compared to see which kinds and amounts of training produce the best caregivers.
47. **What Do Early Childhood Professionals Need to Know and Be Able to Do?** Sue Bredekamp. *Young Children*, 1/95. A history of the standards of preparation for the child care and early education profession and how they have changed.
48. **The First Decade of NAEYC Accreditation: Growth & Impact on the Field.** Sue Bredekamp/ Staphanie Glowacki. *Young Children*, 3/96. A brief description of the development and history of the system and what needs to be changed if it is to continue to grow and be a tool for quality improvement.
49. **ACEI Position Paper: Preparation of Early Childhood Teachers.** The Association for Childhood Education International. *Childhood Education*, Spring 1997. Not only NAEYC is placing high priority on raising the standards for child care and early education.
50. **NAEYC's Code of Ethical Conduct: Guidelines for Responsible Behavior in Early Childhood Education.** *Young Children*, 3/96.
51. **Quality Begins With Us.** Pauline Davey Zeece. *Child Care Information Exchange*, 3/95. Why does quality begin with the caregiver? An inspiring pat-on-the-back for all caregivers.
52. **The Secret Garden.** Jaroldeen Edwards. *Ladies Home Journal*, 4/97. Inspiration to continue to do your small part daily, knowing there will be an accumulation of results in the end.
53. **Developmental Stages of Preschool Teachers.** Lilian G. Katz. *Elementary School Journal*, 10/72. This article charts the developmental stages of teachers (survival, consolidation, renewal, and maturity), their typical duration and the training needs at each stage.
54. **Negotiating the Challenges of the "Survival" Stage of Professional Development.** Nancy Baptiste/ Marilyn Sheerer. *Early Childhood Education Journal*, Vol. 24. No.4, 1997. How mentoring helps the first year of teaching, caregiving or administrating.
55. **Erikson and Early Childhood Educators: Looking at Ourselves and Our Profession Developmentally.** Rene R. Gatz/ Pamla J. Boulton. *Young Children*, 7/96. Erik Erikson's theories of development are engagingly used to describe the maturation of the child care and early education field. The same points can be used for personal reflection by caregivers.
56. **Mentoring for Early Childhood Teachers and Providers: Building Upon and Extending Tradition.** Marcy Whitebook/Dan Bellm, National Center for the Early Childhood Work Force. *Young Children*, 11/96. Explains what mentoring is, who qualifies, and what are the training, compensation, and funding needs of a mentoring program.
57. **Mentoring Programs in Wisconsin.** Debi Schwid, Wisconsin Mentoring Alliance. Descriptions of the four main programs, their contact persons and telephone numbers.
58. **Jacob's Story: A Miracle of the Heart.** *Zero to Three*, 4/5-97, Vol.17 No.5. An example of what a difference can be made when a behavioral expert in child development continues to work closely with children and families; the story of a toddler whose developing pervasive development disability syndrome was turned around through intensive child-centered interaction with adults.

*I'd rather see a sermon
than hear one any day;
I'd rather one should walk with me
than merely tell the way.*
-Edgar Albert Guest

Training Basics

These materials-to-keep will serve as guidelines when planning your training.

- CE-1. Continuing Education and In-service Training Requirements.** An explanation of continuing education requirements as specified in the group day care licensing rules. Also, an article on the value of gaining additional training and how to do it as painlessly as possible and an article for directors and trainers in charge of in-service program planning.
- CE-5. Early Childhood & Child Care Programs Available Through: Wisconsin Technical College System and University & Private Institutions.** Addresses and contacts, types of degree programs offered. Also, names and addresses of institutions elsewhere in the U.S. offering opportunities for education relevant to child care. Contact individual schools for complete listings of early childhood education courses and exact times, cost, locations, and credit hours.
- CE-2. The Registry.** An explanation of the purpose and goals of this centralized record of participation in continuing education events and how this pertains to family child care providers, teachers, and administrators.
- CE-6. ETN and WISVIEW Locations.** Sites and phone numbers to find out about telecourses nearest your area. How to contact the sponsoring educational institution for credit.
- CE-3. Core Knowledge Areas Recommended for Teachers, Administrators, and Family Day Care Providers.** In order to achieve a well-rounded training portfolio, choose continuing education events by the Registry's categories for classifying trainings. Coordinates with the 13 CDA (Child Development Associate) functional areas.
- CE-7. Postgraduate Degrees for Early Childhood Professionals.** *Child Care Information Exchange*, 3/92. Some of many options open to graduate students.
- CE-4. Addresses/Phone Numbers/Map of Service Areas of the State Network of Resource and Referral Service Agencies.** Trainings and resources are frequently planned close to you by your area R & R. Find out how to contact them.
- CE-8. Continuing Education Record Form.** This grid is used to record which training events have been attended, when and the number of continuing education hours earned.
- CE-9. Early Childhood Career Ladder.** A pictorial guide to where accumulated training leads you when working in the field of child care and early education.



Teachers require training because it is not our logic that can solve these problems. We must know how children develop and give up all preconceived ideas. It needs great tact and delicacy to follow the mind of a child from three to six, and grownups seldom have enough. Luckily, the child learns more from his surroundings than he does from us, but we need psychological insight to help him as much as we can.

- Maria Montessori



Books to Borrow

59. **Partners In Change: Creating an Early Childhood Career Development System in States.** *The Center for Career Development and Early Education at Wheelock College.* This three-volume set addresses issues related to the creation of a comprehensive career development system. Contains sample state plans, legislation, what to do when the administration changes, documents on training approval systems, core knowledge and competencies, personnel registries, the issues involved in creating articulation and transformation agreements between the higher education and non-credit systems and a bibliography on training in higher education.
60. **Early Childhood Care and Education: An Investment That Works.** Smith/ Fairchild/ Groginsky. *Nat'l Conference of State Legislatures, 1995.* Early education and care has implications beyond the years of child care; some public policy areas that are impacted by early care and education are public education, juvenile violence, delinquency prevention, welfare reform, families and economic support. This document was created to help give legislators a background for implementing policies that ensure a quality childhood experience for all.
61. **Community Mobilization: Strategies to Support Young Children and Their Families.** Amy Laura Dombro/ Nina Sazer O'Donnell/ Ellen Galinsky/ Sarah Gilkeson Melcher/ Abby Farber. *Families and Work Institute.* This guidebook to reforming communities by linking and coordinating services and improving the quality of early care and education, was written in response to the growing distrust by the public of government social programs and dissatisfaction with traditional approaches to serving families and children.
62. **Collaboration: What Makes It Work. A Review of Research Literature on Factors Influencing Successful Collaboration.** P.W. Mattessich/ B. Monsey. *Amherst H. Wilder Foundation.* A set of success factors to use as a checklist when working collaboratively on a project.
63. **Collaboration Handbook. Creating, Sustaining, And Enjoying the Journey.** M. Winer/ K. Ray. *Amherst H. Wilder Foundation.* A guide for collaboration projects that leads one through the process, explaining the stages and expanding one's thinking along the way.
64. **Strategic Planning Workbook For Nonprofit Organizations.** B.W. Barry. *Amherst H. Wilder Foundation.* A flexible five-step model for developing a strategic plan for focusing on a critical issue facing any nonprofit organization, which needs to pattern its plan differently than a for-profit organization.
65. **Marketing Workbook For Nonprofit Organizations.** G.J. Stern. *Amherst H. Wilder Foundation.* A how-to workbook, using a five-step method for developing a marketing plan and making things "happen" through a promotion campaign.
66. **Succeeding Generations: On the Effects of Investments in Children.** R. Haveman/ B. Wolfe. *Russell Foundation.* Two decades after studies were begun on a group of children and their families, the results pinpoint causes of children's later successes, e.g., the parents' levels of education and the generally positive influence of maternal employment. The book also reveals the many social and economic conditions in our country, such as fractured families, eroding neighborhoods, and rising poverty levels, which put all children at risk of failure.
67. **Valuable Work, Minimal Rewards. A Report on the Wisconsin Child Care Work Force.** A.Burton/ M.Whitebook/ L. Sakai/ Mary Babula/ Peggy Haack. *The Nat'l Center for the Early Childhood Work Force/ WECA.* A disturbing highlight of this study shows that Wisconsin child care staff earned 50% less than the individual median income in the state in 1994 and almost half of those same workers have bachelor's degrees or higher. Compares wages for various types of child care, regions and staff positions or educational attainment.

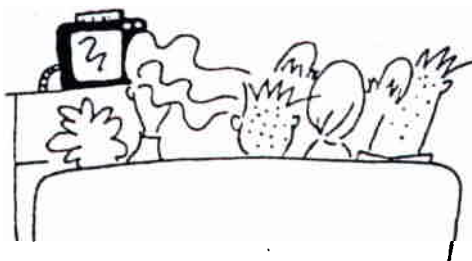
Summaries of these public reports are offered under "Articles to Keep".

68. The National Child Care Staffing Study Revisited: Four Years in the Life of Center-Based Child Care. *Child Care Employee Project.* Based on studies linking teacher characteristics to the quality of teacher-child interactions in child care, a 1989 study sought to examine the links between the adult work environment (working conditions, compensation, job satisfaction, benefits, commitment) and the quality of care. This is a follow-up report on the findings. CCIC also has the original 1989 study available to borrow.
69. Cost, Quality and Child Outcomes in Child Care Centers. *Cost, Quality and Outcome Study Team.* Celebrated study and recommendations for action steps to be taken nationwide: 1) inform the public of what good quality care is, 2) raise standards for care, 3) raise wages according to amount of training 4) help families pay for their child care.
70. Starting Points: Meeting the Needs of Our Youngest Children. *The Report of the Carnegie Task Force on Meeting the Needs of Young Children. Carnegie Corporation of New York.* An alarming study reflecting a pattern of national child neglect that must be reversed. This summary issues a call to action to eleven specific sectors of society.
71. The Study of Children in Family Child Care and Relative Care. *Families and Work Institute.* How children succeed when cared for by family members or in a home setting.
72. Making a Career of It: The State of the States Report on Career Development an Early Care and Education. Morgan/ Azer/ Costley/ Genser/ Goodman/ Lombardi/ McGimsey. *The Center for Career Development and Early Education at Wheelock College.* The first comprehensive national study of career development and training in the field of child care and education; information about qualification requirements, available training resources, higher education models and federal funding for all program types.
73. The Early Childhood Mentoring Curriculum: A Handbook for Mentors. Dan Bellm/ Marcy Whitebook/ Patty Hnatiuk. Mentoring goals, principles, methods for peer coaching and building relationships, advocacy.
74. The Early Childhood Mentoring Curriculum: Trainer's Guide. Bellm/ Whitebook. A companion guide of activity sheets, handouts, readings, and a sample course outline.
75. Learning Through Supervision and Mentorship to Support the Development of Infants, Toddlers and Their Families: A Source Book. Emily Fenichel, editor. *Zero To Three/ National Center for Clinical Infant Programs.* A guidebook for understanding mentoring as a critical element of the learning process and strategies for incorporating it into child care training systems.
76. Learning to Listen, Learning to Teach. *The Power of Dialogue in Educating Adults.* Jane Vella. Twelve principles for teaching adults; regardless of their cultural backgrounds.
77. The Early Childhood Career Lattice: Perspectives on Professional Development. Julianne Johnson/Janet McCracken, editors. *NAEYC/ Nat'l Institute for Early Childhood Professional Development.* A collection of essays on linking professional development with compensation and a discussion of what the content of the knowledge base should be for various professional levels.
78. Guidelines for Preparation of Early Childhood Professionals. *NAEYC/ Division for Early Childhood of the Council for Exceptional Children/ National Board for Professional Teaching Standards.* The content of early childhood preparation programs at the associate, baccalaureate, advanced and special education levels; a set of guidelines for an articulated system of early childhood professional development.
79. NAEYC Accreditation Readiness Survey: Getting Started Is Easy. J.Berkwitz/ D. Flis, compilers. *NAEYC.* Identifies what is needed to be eligible for accreditation and steps to introducing the project to staff and administrators.


80. NAEYC Position Statements Current as of January 1996. NAEYC. Standards of conduct and procedures on important child care issues: anti-discrimination, sexual abuse, school readiness, inclusion, preparation of early childhood professionals, ethical conduct, and developmentally appropriate practice.
81. Developmentally Appropriate Practice in Early Childhood Programs. Revised edition 1997. Bredekamp/ Copple, editors. NAEYC. A vital NAEYC position statement in expanded form. A reader-friendly manual for how to accomplish quality child care through appropriate interaction with children.
82. Playful Activities for Powerful Presentations. Bruce Williamson. Ways to lighten the mood at workshops, captivate and energize your audience while helping them get your point. Tips for sharpening team building skills.
83. Powerspeak. Dorothy Leeds. Delivering effective talks professionally: organizing the ideas; using clear language, humor, and visual aids in a polished manner; handling the media.
84. Spreading the News: Sharing the Stories of Early Childhood Education. Margie Carter/ Deb Curtis. A publicity handbook; what is newsworthy in child care, how to observe it, how to make displays, bulletin boards, or newsletters that have eye-catching appeal, and how to link the story with professional resources to add credibility.
85. Taking Stock: Tools for Teacher, Director and Center Evaluation. The Best of Exchange Reprint Collection #8. Articles originally printed in *Child Care Information Exchange* magazine on assessing and improving the quality of a center's program and staff.
86. Portfolio and Its Use: A Road Map for Assessment. Sharon MacDonald. A means of tracking children's progress. Samples of what portfolios should look like.
87. Week By Week Plans for Observing and Recording Young Children. B.A. Nilsen. The strengths and weaknesses of some common ways of recording children's behavior. Sample observation forms for building portfolios.
88. Teaching in the Key of Life. Mimi Brodsky Chenfeld. NAEYC. "Whatever else good teaching is, it is teaching in which our hearts and minds are fully engaged in connecting with children's hearts and minds. That is...teaching in the key of life." A learn-to-connect-with-children guidebook full of anecdotes to illustrate her points.
89. Images of the Young Child. Collected Essays on Development and Education. David Elkind. NAEYC. Topics include: questions parents ask; helping the child that is hurried or slow to mature; play theories of Montessori, Erikson, Freud, and Piaget; children past, present, future; training teachers to be developmental specialists; curriculum construction.
90. The Absorbent Mind. M. Montessori. This book on how a child's character is formed records the views of the founder of the Montessori Method from prenatal development to the spiritual meaning of childhood. Engagingly written with many examples.
91. Family Friendly Communication for Early Childhood Programs. Deborah Diffily/ Kathy Morrison, editors. NAEYC. Activity ideas to use at the center designed to interest parents and info messages to include in parent newsletters on a variety of topics, i.e., superheroes, biting, power struggles.
92. Lifesavers. Tips for Success for Early Childhood Managers. Sue Baldwin. "The life you save will be your own!" Practical advice and encouragement for administrators.
93. The What, Why, How of High-Quality Early Childhood Education: A Guide for On-Site Supervision. Koralek/ Colker/ Trister Dodge. An idea book for fixing troubles at both family child care and group centers while learning about child development.
94. Supporting Young Learners. Ideas for Child Care Providers and Teachers. *High/Scope Research Foundation.* Nancy A. Brickman, ed. Various authors have written chapters on hot topics, such as superhero play, team teaching, home visits, and cleanup/transition times. Thoughts on toddler group time; is it inappropriate? Ages ca. 0-9 years.

95. **Educating Young Children.** Hohmann/ Weikart. *High/Scope*. Detailed guide to the key experiences that compose the High/Scope approach; how adults should be interacting with children and working in teams.
96. **Prime Times. A Handbook for Excellence in Infant and Toddler Programs.** Jim Greenman/ Anne Stonehouse. Detailed attention is given to the quality of adult interaction and guidelines for responsive care. A book that leads the caregiver to better behavior, but also a practical book of play ideas, equipment suggestions, solutions for problems in the routine, and reproducible forms.
97. **Considering Children's Art: Why and How to Value Their Works.** Brenda S. Engel. *NAEYC*. Not a craft book; an idea book for adults who want to understand the meaning behind the product, what concepts the child demonstrates in the art that is produced.
98. **More Toddlers Together: The Complete Planning Guide for a Toddler Curriculum, Volume II.** Cynthia Catlin. A how-to activity book, with vocabulary and targeted skills lists, and lesson extending ideas.
99. **Making It Better. Activities for Children Living In a Stressful World.** Oehlberg/ Roth, illus. Childhood today is not an idyllic place; it is challenging and often frightening. Each activity has an issue it is dealing with, i.e., nightmares or grief. The purposes are also identified, i.e., to help children regain power and control over their fear or to help children learn to express their feelings.
100. **Discipline in School-Age Care. Control the Climate, Not the Children.** Dale Borman Fink. Rule-setting, rewards and logical consequences, valuing the child while not approving of the behavior, and making the expectations clear beforehand are some of the key points to communicating with school-agers so that they desire to cooperate and act fairly.
101. **365 Afterschool Activities: TV-Free Fun Anytime for Kids Ages 7-12.** Ellison/ Gray. Quick and easy ideas for individual and group fun.
102. **The Great Outdoors: Restoring Children's Right to Play Outdoors.** Mary S. Rivkin. *NAEYC*. The International Play Ass'n has issued a declaration of the Child's Right to Play with proposals for action. Present efforts, historical and cultural backgrounds for play, and safety in the future of outdoor play in both urban and third world nations.
103. **Open the Door, Let's Explore More! Field Trips of Discovery for Young Children.** Redleaf/ Roth, illus. Not just a collection of destination suggestions for field trips; also related activities to do before and after, i.e., songs to sing while on the trip, fingerplays, poems, games, and recipes.
104. **Reflecting Children's Lives. A Handbook for Planning Child-Centered Curriculum.** Deb Curtis/ Margie Carter. This is a guide to redefining curriculum themes by first learning to recognize what children are interested in and then how to allow a learning situation during play to evolve. Adults must consciously rethink their own interaction with children.
105. **The Right Stuff for Children Birth to Eight: Selecting Play Materials to Support Development.** Martha B. Bronson. *NAEYC*.
106. **101 Ways to Build Enrollment in Your Childhood Program.** Ellen Orton Montanari. Ideas for group and family child care centers to boost the demand for services.
107. **Profitable Child Care. How to Start & Run a Successful Business.** Nan Lee Howkins. How to write a business plan, obtain financing, plan a salary schedule, deal with flexible scheduling, reduce staff turnover, increase parent-client satisfaction and more core issues.
108. **Teaching Family Child Care Recordkeeping and Tax Preparation. A Curriculum for Trainers.** Tom Copeland. A teacher's guide to a course on doing taxes.

Audiovisual Materials to Borrow



109. **How Are Kids Smart?** Howard Gardner. Port Chester, NY; National Professional Resource, 1995. VHS, color, 41 min. Learn about multiple intelligence theory and the seven intelligences, explore associated myths, and observe how teachers have incorporated the theory into their classrooms.
112. **Early Childhood Environmental Rating Scale: Video Observations.** Thelma Harms, Jana Fleming, Debby Cryer. New York: Teachers College Press, 1991. VHS, color, 21 min. + video guide & training workbook + instructor's guide. ECERS consists of 37 items selected to provide a comprehensive assessment of the group care environment for children from birth through kindergarten, including organization of space, interaction, activities, schedule, and provisions for staff and parents. In order to help you practice scoring, this tape shows you six observations, with instructions after each observation to stop the tape and score the item, and then restart the tape to find out the correct ECERS score with an explanation and suggestions for further questions. Tape can be used for self instruction or with an instructor, and to train self-evaluators or outside evaluators.
110. **Child Care By Design.** Gary T. Moore, consultant. Toronto, Ontario: Child Care Resource and Research Unit, University of Toronto, 1995. VHS, color, 25 min. Walks you through the design of a child care center. Presents relevant design principles and gives research-based recommendations for pre-design, site planning, and the design of the building's exterior, interior, and outdoor space.
113. **Getting the Most From a Brief Observation in Day Care and Early Education Programs.** Lorna Aaronson. Madison, WI: CCIC, 1987. VHS, color, 32 min. Lorna Aaronson of the Madison Day Care Unit uses slides in this video to show clues and patterns that indicate high quality care in family and center day care for infants to school-agers. She shows learning and caring environments that say yes rather than no to children.
111. **Child's Play: The World of Learning.** Portland, OR: Educational Productions Inc., 1989. VHS, color, 30 min. + viewer's guide + facilitator's guide. Explains that providing children with rich and varied play experiences is the very best way to help them learn. Shows how everyday play activities help build large and small motor skills, social-emotional skills, thinking and language skills and the foundation for reading and writing.

114. **Sudden Infant Death Syndrome: Back to Sleep.** *Back To Sleep Campaign.* Washington, D.C., 1997. VHS, color, 4 minutes. A video presentation of the new brochure advocating placing infants on their backs to sleep.
 115. **In Our Hands.** WestEd Center for Child and Family Studies/ California Dept. of Education, 1996. VHS, color, 12 minutes. A look at how important it is for infants and toddlers to have knowledgeable, responsive caregivers and how destructive poor care is for children.
 116. **Building Quality Child Care: An Overview.** Jean Chase, South Carolina ETV. Washington, DC: NAEYC, 1989. VHS, color, 20 min. Explains that the base of quality is the caring/learning relationship between the caregiver and the child, a relationship that centers on the developmental needs of children. Also covers other elements of quality: size of group, training of teachers, health and safety, teacher/parent relationships, teachers' needs, low staff turnover, and other ingredients including love.
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117. **Building Quality Child Care: Relationships.** Written by Jean Chase and Lisa Cole. Produced by Jean Chase, South Carolina ETV. Washington, DC: NAEYC, 1991. VHS, color, 15 min. Focuses on the relationship between caregiver and child, the essential ingredient of quality child care. Explains the caregiver's responsibility to understand and adapt to children's different temperaments and styles. Also discusses the importance of caregivers' relationships with parents.
 118. **Building Quality Child Care: Independence.** w/Joanne Hendrick. Written by Jean Chase & Lisa Cole. Produced by South Carolina ETV. Washington, DC: NAEYC, 1992. VHS, color, 20 min. The development of self-reliance, self-control, conscience, problem-solving skills, and independence in children. What caregivers, curriculum, and the child care environment can do to help children work through these developmental tasks.
 119. **Caring For Children, Part 1: Becoming A Teacher Of Young Children.** Produced by Chip Donohue & Jim Shaw, UW Extension. Madison, WI: University of Wisconsin Board of Regents, 1991. VHS, color, 30 min. Looks at the characteristics and skills of a successful child care teacher or family child care provider. Shows what high quality child care looks like.
 120. **Caring For Children, Part 12: Becoming A Child Care Professional.** Produced by Chip Donohue & Jim Shaw, UW-Extension. Madison, WI: UW Board of Regents, 1991. VHS, color, 30 min. What it takes to become a child care professional and what it means to be one, ways to continue your education and development, community resources, networking, advocacy, the business of child care, and advice to new child care professionals.
 121. **Celebrating Early Childhood Teachers.** Washington, DC: NAEYC, 1986. VHS, color, 20 min. This tape is useful for raising people's awareness of the value of the early childhood profession, among both the general public and child care professionals themselves. It discusses the importance of good teachers, with comments by key people in the child care field.
 122. **Curriculum: The Role Of The Teacher.** Washington, DC: NAEYC, 1989. VHS, color, 28 min. Illustrates the important role of the teacher in helping children learn through child-initiated activity in a developmentally appropriate, play-oriented environment.

123. **Teachers in Transitions: Room to Grow.** Washington, DC: NAEYC, 1994. VHS, color, 23 min. Primary teachers and administrators discuss their individual experiences in trying to implement developmentally appropriate practice.
124. **Teaching & Leading Children: Training for Supportive Guidance of Children Under Six.** By Don Dinkmeyer et al. Circle Pines, MN: American Guidance Service, Inc. (AGS), 1992. VHS, color, 105 min. + participant's handbook + leaders' manual. Excellent six-part pre-service or in-service training program for early childhood teachers working with infants, toddlers and preschoolers. Stresses mutual respect, encouragement, and developmentally appropriate guidance. Packed with sound advice and everyday examples for six separate training sessions: 1) child development and behavior, 2) building self-esteem through encouragement and listening skills, 3) problem solving, 4) cooperation and discipline, 5) social and emotional development, 6) working with parents. The tape frequently asks how you would use supportive guidance to respond to the situation presented and then cues you to stop the tape and share your ideas.
125. **The Business of Family Child Care: How To Be Successful in Your Caring Profession.** Tom Copeland. St. Paul, MN; The Soho Center with Redleaf Press, 1996. VHS, color, 25 min. + guide.
126. **Foundation for Being a Successful Director.** Early Childhood Directors Association. Panelists: Rich Reeder, moderator; Patricia Hedberg, Sandra L. Davis, Sue Baldwin. St. Paul, MN: Early Childhood Directors Association, 1993. VHS, color, 37 min. + study guide. Good, practical, understanding advice for child care directors on handling stress, dealing with difficult people, taking care of yourself, and empowerment, from a business professor, a management consultant, and the Executive Director of the Early Childhood Directors Association, herself a former center director.
127. **Worthy Work, Worthless Wages.** Produced by Margie Carter, in collaboration with the Child Care Directors Assn. of Greater Seattle & the Worthy Wages Task Force. Copyright Moving Images, 1991. VHS, color, 16 min. + viewer's guide. Exciting review of Seattle's festive, entertaining and attention-grabbing Week of the Young Child Parade, for which many centers close. Child care workers articulately and engagingly explain the issues at a speak-out after the parade.



128. **The Full Cost of Quality in Early Childhood Programs: What You Should Know: What You Can Do.** Narrated, written and produced by Barbara Willer. Washington, DC: NAEYC, 1992. VHS, color, 17 min. Designed to educate parents, community leaders, and others about NAEYC's Full Cost of Quality in Early Childhood Campaign. Describes the demand and supply of early childhood care and education, and outlines strategies for working to improve the quality of the system and adequately compensate child care providers.

*When it comes to leadership,
there are three kinds of people:
those who let it happen,
those who make it happen, and
those who wonder what happened.
-J.M. Richardson, Jr.*

Resources Elsewhere



Television-Based Independent Learning Courses which meet state licensing requirements sponsored by UW-Extension and UW-Madison School of Education. Phone: Eileen Mislove, (608) 262-7419, or UW-Extension, (608) 263-2055.

Correspondence/Independent Home Study Courses:

Blackhawk Technical College:

Issues and Trends, Child Growth & Development I & II, Developmental Activities II, Exceptional Child.

Phone: Melody Marsh, (608) 757-7731.

Southwest Wisconsin Technical College:

Family Day Care-Certification, Family Day Care-Licensing, Family Day Care-Part II (for those already certified who wish to be licensed), Assistant Teacher (Orientation to Child Care), Child Care Management, Infant & Toddler Care, Child Nutrition, Nutrition Health & Safety.

Phone: Jolly Michel, (608) 822-3262, ext.2303.

Lakeshore Technical College:

Administration, Family Day Care I & II, Teacher, Assistant Teacher (with self-study video).

Phone: Nancy Kaprelian, (414) 458-4183, ext.180.

Madison Area Technical College:

Assistant Teacher, Teacher.

Phone: Maria Hernandez, (608) 258-2460.

WI Indianhead Technical College:

Assistant Teacher, Teacher, Infant & Toddler Care, Program Director, Administrator, Family Day Care, School-Age Child Care.

Phone: Margaret Forrester, (715) 234-7082 ext. 5212.

New video home study series for family child care certification and licensing from Blackhawk Technical College. Phone: Melody Marsh, (608) 757-7731.

On-Site College Credit Course: Certificate of Proficiency in School-Age Care. Concordia College, 275 Syndicate St.N, St.Paul, MN, 55104, sends course instructors to groups of twenty or more within a 100-mile radius of the college. Concordia College also offers BA and MA degree programs in School-Age Child Care through distance education. Web site: <http://www.csp.edu/sac.html>. Phone: 800/211-3370 or 612/641-8897.

On-Site High/Scope 2-Day Workshops. Phone: High/Scope's Workshop Coordinator, (313) 486-2000, ext.218.

On-Site In-Service and Continuing Education Sessions available from Dream Catcher Resources, (414) 527-0563; Reflections, (608) 583-2412; Work & Family Consulting, (414) 363-9625; Northeast Wisconsin Technical College, (414) 498-5658. Most workshops can be adapted for family child care or group centers. Instant Inservices is a mail-order video-rental service, (414) 569-8620.

Lego Training available. For a catalog and more information, phone (800) 527-8339.

Workshops for Trainers. Phone: Langevin Learning Services, 1-800-223-2209.

Local Training. Resource and Referral Agencies, Child and Adult Care Food Programs, Family Resource Centers, UW-Extension, YMCA/YWCA's, libraries, churches, synagogues, hospitals and health centers all may offer trainings in your area. Phone them for dates and locations.

UW-Extension's Distance Education Clearinghouse (<http://www.uwex.edu/disted/home.html>) offers, among other things, course information in electronic format.

KidsCampaign Website (<http://www.kidscampaigns.org>) for links to hundreds of child care advocacy organizations and immediate ideas for bettering children's lives.

Coalition for America's Children Website (<http://www.usakids.org>) to check on each U.S.Senator's position and voting record concerning children's issues and access their E-mail addresses as well as find statistics on children's welfare.

Order these **free booklets** from S. James, Consumer Information Center - 7C, P.O.Box 100, Pueblo, CO 81002:

Running a Small Business (597D)

All About Direct Loans (516D)

Direct Student Loan Consolidation (517D)

The GED Diploma (512D)

Planning for College (507D)

Lullaby of Professional Development

Quality child care, that is the dream,
Articulation, that is the scheme,
Levels of learning to suit your life's score,
Start with the prelude or at the encore.

Voices that mentor those new and untried,
Experienced providers that lead and that guide,
Supportive surround sound to jam or to croon,
That is your workforce, now pick up the tune.

Know what goes on with the rest of the choir,
Sing your part clearly, set spirits afire,
Though ranges are different, some notes fast, some slow,
We sing the same song, it's "Care-in-the-Know".

Unique but connected, to feel we belong,
All parts of the whole should be singing this song,
Tell all who will listen, the word of the child
Is, "Feed me a future this partnership styled".

A world that is hostile and just isn't fair,
Is made small and safe when there's someone to share,
Someone who knows that each age has a stage,
That knowledge is power; the child is the gauge.

Each childhood's a morning, a promise, a view,
That marvels at learning and all that is new.
The bells that are struck as life's sun starts to rise,
Ring out first at afton, too late to reprise.

Training yields knowledge of ways to prepare,
To orchestrate richly each child's type of care,
The quality of child care is only as good,
As the care in the caregiver who could, should, and would.

Beautiful children, get first place in line,
Not scraps from the table but full right to dine,
At the table of quality, the best we can do,
Setting standards for all care and not just a few.

-Lita Kate Haddal

Swinging, with syncopated rhythm

Contemporary English Melody
Arranged by Peter Deakman



